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ABSTRACT

This guide was designed for use in teaching parents of elementary school children how to provide learning experiences for their children at home. The learning activities suggested are inexpensive and simple and are intended to enhance the child's development in the areas of reading, writing, and computing. The guide contains chapters on: (1) encouraging children to read the newspaper, (2) helping children develop writing skills, (3) helping children write reports, (4) helping children write research papers, (5) helping children remember simple number facts, (6) helping children measure with a ruler, (7) helping children develop environmental awareness, (8) helping children develop physically and (9) helping parents gain an awareness of how family life education is taught in public schools. Included are approximately 50 take-home activity sheets which the instructor can remove, duplicate and distribute to parents. (JMB)

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LEARNING EXPERIENCES AT HOME

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REINFORCEMENT FOR THE INTERMEDIATE GRADES

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12234

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FOREWORD

Learning Experiences at Home describes a continuing education course which has the potential for providing a direct and vital supportive service to the K-12 instructional program of any school district. In particular, the curriculum of the early grades will benefit from this course, for its intent is to develop the skills of children in elementary grades by introducing parents to a number of learning activities suitable for implementation at home. These learning activities are not costly, nor complicated, nor overly time-consuming; yet, their value is many-fold. Most obviously, the activities will enhance a child's chances of success in the developmental stages of learning to read, write, and compute. This fact alone commends the course to any board of education concerned about having to maintain "corrective" programs.

Other benefits of a broader nature will also be apparent. It can be expected that children of parents enrolled in this course will show a keener awareness of their environment and, because of their greater verbal fluency, will manifest an increased confidence in their abilities to interact and cope with the world around them. There are concomitant benefits for parents as well. Most significant would be the increased interaction with their children which would encourage both mother and father to observe their children, to acknowledge their varying growth patterns, and to be accepting of them as they are. For this reason, *Learning Experiences at Home* is a program that should appeal to local parent-teacher associations -perhaps even receive their sponsorship.

George K. Tregaskis, associate, Bureau of Continuing Education Curriculum Development, conceived of the need for such a publication, directed its production, wrote much of the chapter dealing with family life education, and prepared the final manuscript for printing. Patrick Flynn of the Guilderland Central Schools contributed a great number of ideas to the original manuscript. Barry Jamason, associate, Bureau of Continuing Education Curriculum Development, reviewed the chapter on environmental awareness and contributed helpful suggestions. Fredric Paul, Chief, Bureau of Mathematics Education, assisted in updating the measuring activities to include the metric system.

The photographs were secured through the courtesy of Daniel Murray, principal of the Philip Schuyler Elementary School in Albany, and Robert N. Farrell, principal of the Voorheesville Elementary School in Voorheesville.

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MESSAGE TO THE INSTRUCTOR

In their book, *Preventing Reading Failure*, Jeannette Jansky and Katrina de Hirsch noted the need for such programs as this publication is intended to promote: "....programs for disadvantaged children which do not involve mothers are doomed to failure. The problem is not to provide enrichment and opportunities for the children but to restructure mother-child interaction patterns. ...mothering and teaching... go together; the child needs both if he is to perform up to his maximum capacity in an academic setting."

This quote emphasizes that educators should give increased consideration to the prevention, rather than the remediation, of the reading and general academic failures which are so prevalent among a large segment of our population. The need, though, extends beyond the disadvantaged. It is true that the incidence of school failure is greater among urban, lower socio-economic groups, but by no means are suburban, middle,and upper socio-economic families exempt from the frustrations of a child experiencing difficulty in the elementary school. The activities described in this publication will prove to be profitable for school age children of all families.

This publication broadens a second concept of Jansky's. The suggestion that some school failures might be prevented, or at least their severity limited, by enriched and structured mother-child learning experiences, is expanded to include total family participation. For boys particularly there are tremendous motivational advantages in having a father, uncle, or older brother model the desired learning behaviors. Ideally, then, both mother and father should be enrolled in this program.

The instructor using this guide will notice that compiled at the end of the nine chapters are parent take-home sheets printed in bold face type. The intent is that the instructor remove these from the book and duplicate them in quantities sufficient for distribution. In order that the parent may compile these in order, they have been sub-paginated with the new number encircled. Therefore, it is suggested that before copying these handouts, the original page numbers be masked.

Once parents have begun to implement some of the activities suggested in this publication, it is anticipated that they will return to class eager to share their successes. Their enthusiastic accounts of their child's responses and their high motivation to know of new learning experiences in which they might engage their children can make this one of the most inspiring assignments of any teaching career.

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I. ENCOURAGING YOUR CHILD TO READ THE NEWSPAPER

Newspapers, written to appeal to a broad spectrum of interests, are delivered to most homes at least once a day and children in the third grade have usually acquired sufficient reading skills to gain some benefit from this rich source of information. As a child's reading proficiency and social awarenesses increase, additional sections of the newspaper will be of interest to him. In guiding a child's use of the newspaper, parents must be cognizant of their son's and daughter's emerging curiosities, concerns, and perceptions and encourage their development.

Through regular use of the newspaper a child will gain practical reading practice, a knowledge of current events, exposure to advertisements and to different points of view, plus a broader range of interests. In addition, s/he will begin to develop informational independence and the ability to distinguish between fact and opinion.

DIRECTED ACTIVITIES

The following parts of the average newspaper are presented in a somewhat sequential manner with suggested grade levels noted. These grade levels correspond to the degree of sophistication of the instruction.

PURPOSE: To show parents how to begin to instruct their third and fourth grade children in the reading of a newspaper

ACTIVITY - 1: Provide each parent with an edition of a newspaper and ask them to respond to the following question:

- *Which sections of the newspaper do you feel are most important for your child to read?*

Let the discussion take a natural course. Receive all suggestions in a positive, non-judgmental manner. This can be easily done by thanking each contributor. Such an approach will encourage others to contribute. List the ideas on the chalkboard or a large sheet of paper. After all the parents' suggestions are listed, ask this question of the parents:

- *What part of the newspaper do you think your child would enjoy most or be most interested in?*

Follow the same procedure with these suggestions as was followed previously. Now briefly compare the two lists.

This comparison will most likely reveal the difference between what parents want their children to be interested in and what the children are actually interested in.

The instructor should now point out that people of all ages are motivated by their interests. A brief parent discussion of their own newspaper reading habits may serve to illustrate this point.

In light of the list comparison and subsequent discussion ask this question:

- *If you were going to choose a part of the newspaper your child was most interested in, which part would you choose?*

Even allowing for individual preference variation, one of the following will probably be the parents' response: the comics, the listings of the T.V. shows, the sports section. Emphasize that this is exactly where instruction should begin — with what is of interest to the child.

Once the group has reached relative agreement with regard to the part of the newspaper to be used first, the next step is to give them a procedure to follow.

Ask the parents to find the index of their newspapers. Have them point out the characteristics of an index. For instance:

- It is on the front page.
- It is usually at the bottom of the page.
- The index lists section heading and where to find these sections in the paper, etc.

Caution the parents that it is not necessary to initially teach their children how to read all the section-names. Remind them that their child's interest is the key to the child's motivation. Therefore, the only words that need be learned at this time are *index, comics, television,* and *sports.*

Have the parents turn to the comics section of their newspaper. Newspaper comics have become such a part of daily life that most adults take them for granted. However, to a young child there are many conventions to be explained. Through leading questions draw the parents out and see how many of the characteristics listed below they discern.

- Most comic strips involve only dialog.
- Most comic strip dialog is printed wholly in upper case letters.
- Some comic strips tell an on-going story; e.g., Dick Tracy, Little Orphan Annie, Li'l Abner.
- Some comic strips depict a single "joke" each day.
- Most comic strips have a geographical and/or historical setting; e.g., Barney Google, Beetle Bailey, Hagar the Horrible.

List these and others on the chalkboard and explain how often these cartoon conventions which adults take for granted cause children to misunderstand the comics or to be confused by them. Point out ways to overcome the problems posed by these cartoon conventions.

AT HOME ACTIVITY

At the conclusion of the session, distribute Activity Sheet, page 1. Read it over with the parents and discuss it. Encourage them to try out the ideas listed on the Activity Sheet and report their experiences to the class at the next session.

Most parents are aware of their child's interest in certain T.V. shows. An easy way to instruct a child in the use of the newspaper index and to introduce him or her to the newspaper is through the television program listings.

Have parents locate the T.V. listings using the index. Then ask them to schedule on paper an evening of T.V. viewing. Spaces should be left on their papers where no show worth watching is presented. An informal comparision of the completed schedule may serve as a way of increasing the group's interaction.

Now ask the parents to fill in the blanks left on their schedules with other activities — homework, personal responsibilities, recreational time, etc. A schedule can also be devised in reverse manner, fitting the T.V. viewing into a schedule of responsibilities. In either case what they have done is to make decisions on how they were to spend the evening. Point out that a great deal of the process of maturing is just that — moving from being acted upon by circumstances to acting upon circumstances. Therefore, this type of activity (scheduling an evening's activities) is an experience that will benefit the child in many ways.

AT HOME ACTIVITY

At the conclusion of the session, distribute Activity Sheet, page 2. Allow the parents time to review it and to discuss its use. Encourage each parent to use the schedule presented on the sheet with his or her child and share their experience with it at the next session.

Remember to point out that this process serves several purposes. It introduces a child to the use of the newspaper, it gives the child practical reading and time-telling experiences, and it fosters the development of mature decision-making.

Once a general approach to newspaper instruction has been established, a cursory discussion of other newspaper features may prove beneficial. Following is a proposed list of those sections and/or elements which would be of interest to and appropriate for younger elementary children.

- Sports: Next to comics and T.V. listings, the section which receives most attention is the sports section. This is primarily true for boys. Many boys who resist reading activities will willingly pore over a sports page. Once again, the child's interest will provide the incentive to increase proficiency. Urge parents of children interested in sports to share these interests and to follow a hometown, local school or favorite professional team through the sports section. A wall chart of wins and losses heightens interest as does the keeping of a scrapbook which records the career of a favorite player or team.

- Theater: The theater section of the newspaper is another high interest area. Most theater sections, by their very nature, are bewildering to a young child. When a family outing to a local theater or drive-in movie is contemplated, recommend to the parents that they share the experience of selecting a suitable film with their child. Such experiences help the child to begin to develop the ability to extract useful knowledge from an overabundance of information. If parents have local road maps, this experience can also be broadened to include the location of various theaters and the calculation of their distances from home. This could also include time consideration with regard to a movie's starting time, distance from home, and the present time.

- Weather: The weather is of interest to everyone. Young children may be only interested in general information. For this purpose the front page may be sufficient.

  Instruct the parents that if their child wants more details or a longer range forecast, then it is time for them to learn how to use the weather map section of the newspaper.

  Older children may enjoy keeping a weather calendar which would include the temperature and other general information such as amount of precipitation and other atmospheric conditions. Also, most newspapers list the temperature in various major cities in the United States. Locating these on a large map will help children to gain an understanding of the climatic differences that prevail in our country. Such an understanding will provide valuable background for a child's study of social studies.

- Captions: Instruct the parents that the captions below newspaper pictures can provide a means of interesting their children in newspaper reading. Most newspaper pictures pose unanswered questions: Who is that person? What is going on in this picture? Why did they print that photo? The caption under the picture helps to supply the answers to these questions and often they whet the reader's appetite to obtain even more information by reading the accompanying article.

  Selecting photos that show local areas, events, and people is highly recommended. In this way, parents are able to give their children a convenient starting point from which to expand their knowledge. It is also a good idea to suggest to parents that they point out local areas of interest to their children in order to facilitate this process.

- Political cartoons: An understanding of political cartoons relies on a knowledge of current events and the conventions of the media. Parents should, therefore, be made aware that instruction in this part of the newspaper should be reserved for older elementary children.

  Political cartoons are a shorthand way of commenting on the news of the day. They are best when all the characters are easily recognizable and there is a minimum of labeling.

As has been mentioned previously, adults often forget that they have become so accustomed to certain symbols and other shorthand devices that they fail to explain them to children. Political cartoonists rely heavily on symbols and devices. Therefore, parents must discuss these with their children if the impact of a political cartoon is to be felt. While the processes may be initially laborious, the degree of understanding children can gain through the ability to interpret political cartoons makes the effort worthwhile.

It is recommended that transparencies of political cartoons be made from the many books on the subject currently available. In this way you will be able to discuss the conventions of political cartooning with a group.

- Other valuable newspaper sections for older elementary students are the editorials, the classified advertisements, local articles, and for fun, the Dear Abby column.

II. HELPING YOUR CHILD DEVELOP WRITING SKILLS

The ability to express oneself through writing is one of the most important skills learned in the elementary school years.

There are many kinds of writing but the following suggestions deal only with the practice provided by everyday practical writing communications. How to help your child with reports and research papers will be the focus of the next two chapters.

DIRECTED ACTIVITY - 1:

PURPOSE: To make parents aware of the many writing opportunities presented by everyday activities

ACTIVITY:

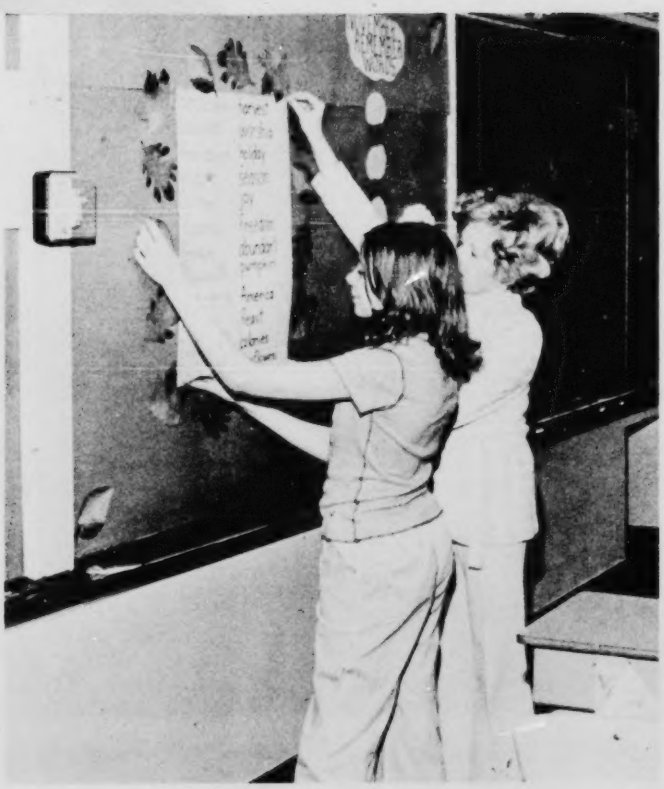
- Ask the parents to contribute to the making of a list of practical writing experiences they believe their children would find motivational.
- Write these suggestions on the board or a large piece of paper.
- Assign grade levels to these activities. Do this through group discussion. Consult Activity Sheet, page 3, as a source of ideas if discussion lags.

DIRECTED ACTIVITY - 2:

PURPOSE: To help parents develop techniques that will encourage and improve their child's written expressions in situations common to everyday demands

ACTIVITY:

- Emphasize that a young child's first experience with this type of writing should be one which will result in his receiving a response. This will reinforce the concept of writing being a form of communication and will help insure the child's continued participation.
- Remind the parents that young children need not follow any involved format with regard to letter writing. Present them with the simple format outlined on Activity Sheet, page 3.
- Discuss with parents the best way to assist their child with letter writing. The Activity Sheet on page 4 may serve as a guide.
- Encourage the parents to try one of the experiences listed on the sheet with their children at home. Caution them not to force the situation but try to make it as natural as possible. Provide time in subsequent classes for discussion of the results.



III. HELPING YOUR CHILD WRITE REPORTS

Written reports usually begin in the third grade and become an increasingly larger part of the child's school activity in the fourth and fifth grades.

A distinction must be made between creative expression, and written reports. While both share many elements, their purpose, format, and content are essentially different.

Creative expression in the form of a paragraph, short story, poem or essay relies on a child's imagination. While events, occurrences, characterizations and the like will undoubtedly be drawn from actual experience, the purpose of this type of writing is not factual reporting and/or synthesis. Most written reports that are assigned to upper elementary children, however, call for this factual reporting.

DIRECTED ACTIVITY - 1:

PURPOSE: To identify the types of written assignments children commonly receive in school

ACTIVITY:

- Ask the parents to assist you in creating a list of the kinds of written assignments their children generally receive.
- List these assignments on a chalkboard. If two assignments appear to be essentially the same, ask the group to judge whether they should be listed as one or two assignments.
- When the list is completed, explain the difference between creative writing and written reports.
- Now have the group decide which category each listed assignment falls into by directing you to put either a CW (Creative Writing) or a WR (Written Reports) in front of each assignment listed.
- Pass out Activity Sheet, page 5 . (This is a list of creative writing assignments or written reports assignments.)
- Have the parents check the categorized assignments to see if their list includes some assignments not listed.

The purpose of this activity is twofold; to further help the parents to distinguish between creative writing and written reports and to help them realize the universality of such assignments.

DIRECTED ACTIVITY - 2:

PURPOSE: To provide parents with the framework necessary to assist their children with their written assignments

ACTIVITY:

- List on the chalkboard the following steps parents should follow when assisting their children in preparing book reports:

  1. Instruct your child to keep you informed regarding book reports assigned at the time they are assigned.

  2. Find out the purpose and length of the assignment.

  3. Familiarize yourself with the book assigned.

  4. Show your child how to take brief notes as s/he is reading the book. (The nature of the notes will depend on the assignment.)

Apply the steps to the assignment heading listed under Book Reports. (Activity Sheet, page 6.) Items A and B under Book Reports are general, non-specific assignments; therefore, the note-taking which will provide the child with the basis of his/her report will also be less specific in nature.

When reading a book for pleasure or to formulate an opinion of the book, the items that should be noted are: the way the author writes (his general style), impressive scenes or passages, emotions evoked by the characters, and a clever or well-written plot.

These statements need not be overly specific, but the report should reflect the fact that the book was read and understood. This process can be helped by referring to the characters by name and by establishing the setting with regard to time and place.

Item C, regarding literary elements, is critical to the whole process of assisting a child in writing a report; therefore, it will be dealt with in greater detail.

ACTIVITY:

- Write "Characterization" on the board.

- Discuss characterization with the parents, writing the key elements of how an author develops a character under the word characterization.

  Such a list should include:

  · Physical description of the character

  · Thoughts of the character

  · Words of the character

  · How the character is treated by other characters

  · How the character reacts to events.

- Relationship of the character to other characters or to his or her environment

- The actions of the characters

- Write "Plot" on the board.

- Discuss plot with the parents. List the plot elements underneath the word plot.

  Such a list should include:

  - Sequence of events

  - Where in the sequence of events the author begins the story

  - How events are revealed

  - Literary devices used, such as flashbacks

  Note: Most books written to be read by elementary students have linear plots. Consequently, sequence of events is the most essential element.

- Write "Setting" on the board.

- Discuss setting with the parents, writing the key elements that go into the development of a setting.

  Such a list should include:

  - The geographical or imaginary place(s) where the events take place

  - The descriptions of the place(s)

  - The historical time frame

  - The relationship between the literary setting and the historical setting; e.g., Little House on the Prairie and the actual conditions of prairie life.

- Discuss with the parents that these are the essential literary elements and the ones most easily understood by elementary students.

- Write "Mood" on the board.

- Discuss mood with the parents. List the key elements that go into the development of a mood.

  Such a list should include:

  - Emotionally charged and descriptive language

  - The emotions displayed and expressed by the characters

- The relationship between the characters and/or their environment

Note: Mood is an all-pervasive element and therefore is found in all the other elements as well.

- Write "Theme" on the board.
- Discuss theme with the parents. List the key elements that go into the developing of a theme under the word theme.

Such a discussion should include:

- The overall main idea of the book.
- The general statements of the author about life in general.
- The way the author used characters to represent more than just themselves.

Note: Theme is a very difficult literary element for the elementary child to grasp. Consequently, its application to elementary book reports is not usually stressed.

- Distribute Activity Sheet, page 7.
- Go over the binary nature of the chart; i.e., these decisions always have only two alternatives.
- Demonstrate how the steps to be followed in writing a book report or a fictional book are outlined.
- Direct the parents' attention to the nonfiction section.
- Go over the outlines for writing a book report on a biography and a nonfiction book.

IV. HELPING YOUR CHILD WRITE RESEARCH PAPERS

While most book reports are in the areas of social studies and language arts, most research papers are in the areas of social studies and science.

DIRECTED ACTIVITY

PURPOSE: To provide parents with guidelines that will enable them to identify the types of research reports commonly assigned to their children and to suggest what the content of the report should be.

ACTIVITY

- Mention that research papers are not usually introduced until the fourth grade and that real multi-source research papers are not undertaken until the fifth grade.

- Discuss the nature of a research paper with the parents.

  NOTE: These points should be included in the discussion:

  1. A true research paper is multi-sourced; i.e., several references are consulted. Instruct parents to be sure that their children are not copying information directly from a source (encyclopedia). Suggest this technique: Have the child read the reference then close the book and express the ideas in his own words.

  2. A research paper should deal with a subject in some depth.

  3. A research paper should reflect personal involvement with the subject.

Pass out a copy of the diagram entitled Written Reports, page 7 , and discuss the categories listed under "Research Papers." During the discussion, distribute Activity Sheets, pages 8 through 14. Review these and show their relationship to the Written Report diagram.

AT HOME ACTIVITY

Ask the parents to use the outlines distributed in helping their child with his next written report assignment and to provide some feedback to the class regarding their experience.

V. HELPING YOUR CHILD REMEMBER SIMPLE NUMBER FACTS

Basic number facts are the foundation of an elementary math program. Within the last 10 years, many school systems have adopted various facets of "modern math," usually introduced with the "set theory" and various "basic systems." The purpose of this is to give the student a more complete understanding of mathematical principles. Consequently, the emphasis is on the understanding of functions and procedures rather than rapid, successful computation.

Recently, many educators have become concerned with students' declining math computation scores. The reason for this decline was blamed on modern math. Actually, what was called for was a balanced program which featured a reasonable admixture of both traditional computation skills and the understanding of modern math's principles. This is the course most enlightened districts are currently following; that is, providing instruction in computation as well as mathematical principles.

PURPOSE: The following instruction is designed to help parents in assisting their children in gaining facility with basic number facts.

ACTIVITY - 1:

- Explain to the parents the meaning of number facts; i.e., the various combinations of the single digit numbers 0 through 9 and their corresponding subtraction facts.
- Demonstrate to the parents what number facts are and what they are not. Use the chalkboard to chart the combinations.
- Demonstrate the traditional manner in which the concept of addition is taught. Use an overhead projector showing three markers and then two more. Identify the two groups by their numeral (3 and 2), and combine them stating the total.
- Explain to the parents that what will be dealt with here is not the concept of addition, but the mastery of addition facts.
- Pass out addition Activity Sheet, page 15, Addition Number Facts.
- Explain the commutative law: 2 + 5 is the same as 5 + 2. Explain why this law reduces the number of addition facts to be learned to 54.
- Pass out 3 x 5 index cards and have the parents make flashcards for the + 1 addition facts. Provide the following guidelines:
  - Don't use magic markers that will bleed through the cards.
  - Put the problem with its answer on the back so that the children can practice by themselves.
  - Make the numbers clear.

. State the problem vertically and horizontally.

- Explain to the parents that these cards are for demonstration purposes and that the parents should have their children make their own cards under their direction. Explain the purpose of making one's own cards; i.e., time invested encourages involvement.

- Emphasize that the purpose of the instruction is to improve their child's recall of addition number facts.

- Before demonstrating the various games parents can play with their children using these cards, list these principles on the chalkboard.

Principles for Playing Instructive Games

1. Insure success by starting with number facts that your child knows best.

2. Be sure your child wins the first several games.

3. Short, frequent sessions are better than long, infrequent sessions.

4. Remember, repetition is the objective. Keep the game moving at a brisk pace.

5. Always stop the game while your child is still interested. This will insure your child's future participation.

- Have the parent suggest games that might be played using the flash-cards. Have them suggest how the rules could be adapted so that the cards would be used frequently.

Note #1: There are several simple ways to "alter" a game in favor of a child.
1. Give the child two turns or moves to your one.
2. Let the child penalize you points if he catches you making an "error."

Note #2: Simple board games are easily adapted. Parcheesi, Sorry, Candyland, Chutes and Ladders, checkers, etc. may be used. Betting games using chips are also good motivation devices. Encourage children to devise their own games.

AT HOME ACTIVITY

Have the parents take home the addition number facts sheet, page 15. Encourage them to make flashcards with their children.

Note: Caution the parents to restrict the number of cards so that maximum repetition is achieved. Five cards will be sufficient initially. Further, mention that to insure solid learning with enjoyment, it is recommended that no number fact card is to be discarded until thoroughly learned and that the deck of flashcards should not exceed 12 at any one time.

ACTIVITY - 2:

- Pass out subtraction Activity Sheet page 16.
- Follow the same procedure as that outlined in the previous lesson.

Note: Explain that there are more subtraction facts because the commutative law does not apply to subtraction, i.e., 9-3 is not the same as 3-9. For parents of children in third grade and above, point out that the commutative law can also be applied to learning the multiplication facts, i.e., 4 x 6 yields the same product as 6 x 4. These parents may prefer to make a multiplication set of 3 x 5 cards rather than addition.

VI. HELPING YOUR CHILD MEASURE WITH A RULER

DIRECTED ACTIVITY

PURPOSE: To instruct parents on how to approach beginning measurement instruction with their children

ACTIVITY - 1:

- Pass out Activity Sheet, page 17 and rulers.
- Ask the parents to measure off and label the inches and $\frac{1}{2}$ inches on line A.
- Now instruct the parents to cut out line A following the dotted lines.
- Have the parents use line A to measure and label lines B, C, D, E, and F.
- Tell the parents that this is the same procedure they will follow with their children at home.

The standard U.S. linear measurements are the inch, foot, yard, and mile. Elementary students are required to become familiar with the inch and foot and to a limited degree the yard. They are most often required to deal with the 12-inch ruler which has inches broken up into $\frac{1}{2}$'s, $\frac{1}{4}$'s, $\frac{1}{8}$'s, $\frac{1}{16}$'s. Younger elementary students are often given rulers which have only inches represented or rulers showing only inches and half inches. These are helpful for initial instruction but are rapidly phased out. Eventually, the child must learn to distinguish between relatively small distances.

It is of interest to note that the United States is the only major country currently using the English system of measurement. However, the U.S. is also committed to a gradual phasing out of our current measuring system and to the adoption of the metric system of measurement. While familiarization with the old system is a necessity, an introduction to the metric system is also warranted. Therefore, the following exercises involve the application of both systems. Parents should be advised to use either or both according to what their child is being taught in school.

ACTIVITY - 2:

- Pass out Activity Sheet, page 18.
- Ask the parents to measure off line G in centimeters and label them 1 through 15.
- Instruct the parents to cut out line G following the dotted lines.
- Have the parents use line G to measure and label lines H, I, J, and L.

- Tell the parents that this is the same procedure they will follow with their children.

- Emphasize that the correct labeling of a line can be easily explained: a line $2\frac{1}{2}$ inches long is 2 inches plus a $\frac{1}{2}$ an inch, etc. The metric system uses a decimal point for millimeters; i.e., 2.5 equals 2 centimeters plus 5 millimeters.

AT HOME ACTIVITY

- Give each parent new copies of measuring Activity Sheets, pages 19 and 20.

- Instruct the parents to follow the instructions on these Activity Sheets with their children.

- Give each parent supplementary Activity Sheets, pages 21 and 22. These will provide addition practice.

- Emphasize that correct measurement is a matter of practice.

DIRECTED ACTIVITY

PURPOSE: To instruct parents on how to approach more advanced measurement with their children

ACTIVITY - 1:

- Pass out Activity Sheet, page 23 and rulers.

- Ask the parents to look at line A.

- Explain to the parents that the questioning procedure you are about to use is the type they should engage in with their children.

- Give these instructions to the parents:

  a. With your ruler, measure line A.
  b. How long is it? (1 inch)
  c. How many parts is line A divided into? (4)
  d. What part of line A is any one section ($\frac{1}{4}$)? Reference to four quarters in a dollar is helpful.
  e. How many $\frac{1}{4}$ sections are in 1 inch? (4)
  f. Using your ruler mark off $\frac{1}{2}$ inch on line A.
  g. How many $\frac{1}{4}$ pieces are in $\frac{1}{2}$ inch? (2)
  h. Write $\frac{3}{4}$ on the board. Explain its meaning; i.e., three $\frac{1}{4}$ pieces.
  i. Label line A $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$.

- Have the parents attend to line B of Activity Sheet, page 23.

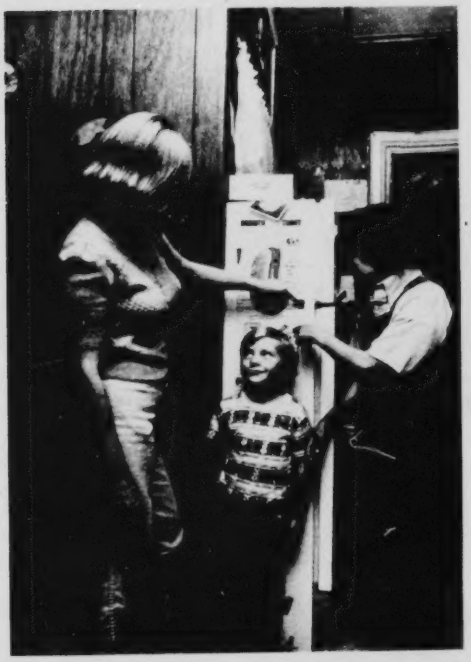
- Tell the parents to put their rulers under line B, lining up the end of the ruler with the end of line B.

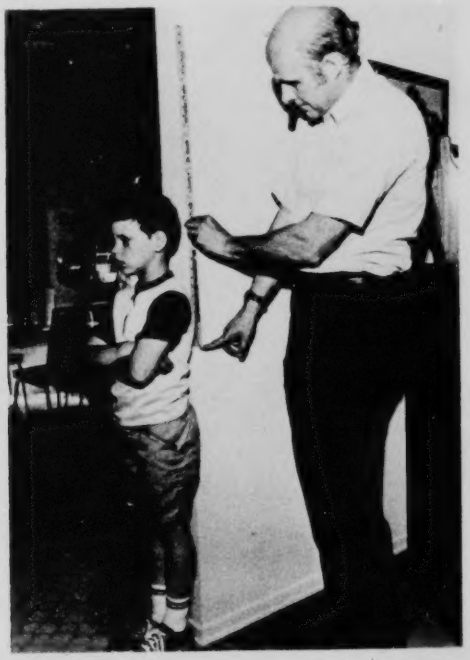
- Demonstrate this process using an overhead projection of line B and a transparent ruler.

- Tell the parents that line B will serve as a ready reference and aid to measuring to within $\frac{1}{4}$ of an inch.
- Direct the parents' attention to line C.
- Have the parents measure line C using their rulers and then check their answers using line B.
- Explain to the parents that this is the process to be followed with their children.
- Continue this process with lines D through N.

AT HOME ACTIVITY

- Give each parent new copies of measuring Activity Sheet, page 24.
- Instruct the parents to follow the instructions on these Activity Sheets with their children.
- Give each parent supplementary Activity Sheets, pages 25 and 26.
- Emphasize that correct measurement is a matter of practice.
- If the parents indicate that their children have been exposed to $\frac{1}{8}$ inches and millimeters, distribute Activity Sheets, pages 27 and 28. To complete the second half of these sheets, a metric ruler showing millimeters as well a centimeters is required. The same procedure that was followed in discussing the smaller units of the inch should also be followed in explaining that there are ten millimeters in one centimeter.





VII. HELPING YOUR CHILD DEVELOP ENVIRONMENTAL AWARENESS

INTRODUCTION

The following lesson is an attempt to make parents aware of the "trade-offs" that our society has made with regard to the environment. It is hoped that this awareness will be passed on to their children and be translated into constructive social action.

DIRECTED ACTIVITY

PURPOSE: To assist parents in bringing their children to an understanding of the environmental "trade-offs" which have been made to fulfill human needs and desires

ACTIVITY:

- Ask parents to suggest three things which are essential to life.
- Encourage contributions through positive acceptance of all suggestions.
- Record the responses on the chalkboard or overhead projector.
- When the discussion runs its course, categorize the suggestions under the following headings:
  - Energy
  - Food
  - Water
  - Air
  - Shelter
- Provide the opportunity for an open discussion to allow the parents to comment on the above-mentioned categorizing.
- Draw the parents' attention to the category, energy.
- Ask the parents to name other sources of energy not listed under the heading. (Energy is the ability to do work.)

  NOTE: Such a list should include oil, coal, and natural gas (the fossil fuels) as well as wood, hydroelectric, muscle (animal energy), wind, geothermal, atomic, nuclear, and solar.
- Trace each form of "energy" back to its source (solar energy). [NOTE: Nuclear energy is not directly traceable to the sun; geothermal energy's path to the sun is very circuitous.]

- Distribute Environmental Awareness Activity Sheet, page 29 and explain the energy diagram.
- Go over the energy absorption experiment on Environmental Awareness Activity Sheet, page 30.
- Establish the analogy between the water in the cans and green plants.
- Write the words "replaceable" and "irreplaceable" on the board.
- Put the following diagram on the board:

  Life Support Component → Environmental Impact
  ↓
  Trade-off

- Explain that this means that humans seek various things which are necessary for life (shelter); that the way they obtain this component (lumbering) will have an effect on their environment (reduction in forests) and further, that the decision to obtain this component involves potential trade-offs (possible erosion, loss of esthetic scenery, loss of wildlife habitat).
- Have the parents trace this cause-effect relationship through the process of obtaining fuel, food, living space, and transportation.
- Pass out Environmental Awareness Activity Sheets, page 31 through 35.
- Explain the listings under life support component. Accept any reasonable addition.
- Write the words "Environmental Impact" on the board or overhead transparency.
- Ask if anyone can supply the meaning of this term.
- Arrive at a working definition using the parents' input.
- Write their definition on the board.
- Write the term "trade-off" on the board and discuss its meaning. Agree on a working definition for the group.
- Ask the parents to discuss the environmental impact of fossil fuels consumption; e.g., higher energy costs, possible pollution of oceans.
- Write summary statements on the board which express the ideas of the parents.
- Ask the parents to state the trade-offs involved in the decision to use fossil fuels; i.e., What will have to be sacrificed as non-renewable fossil fuels begin to be depleted?
- Follow the same procedure with the other forms of energy and other life support components. (Use Activity Sheet, pages 31-35 as guides.)

AT HOME ACTIVITY

- Instruct the parents that the task of making their children environmentally aware is an on-going process.

- Suggest to the parents that they remain alert to everyday occurrences that could be capitalized on to teach various facets of environmental awareness; i.e., everyday trips to varied locations can provide invaluable opportunities for object lessons in environmental awareness.

- Have the parents suggest different, local environments. List the suggestions on the board.

  Such a list should include, among others:

  - Urban areas
  - Suburban areas
  - Rural areas
  - Construction sites
  - Industrial sites
  - Agricultural sites
  - Mining sites

- Hand out Activity Sheet, page 36: "Environmental Awareness Questions."

- Tell the parents that these questions are meant to help them develop environmental awareness in their children. They are to be used as a guide when they visit different areas with their children.

VIII. HELPING YOUR CHILD DEVELOP PHYSICALLY

Current testing programs at all levels indicate that large numbers of American children are inadequately developed in selected measures of physical fitness such as strength, endurance, flexibility, and physical skills.

While team-competitive sports have their place, the true task of the elementary school physical education program is to structure a meaningful self-testing program. A self-testing program is one in which a child competes only with himself or herself.

NOTE: It is suggested that on those occasions, when physical education instruction will involve parent participation, the parent be encouraged to dress appropriately. It may also prove beneficial to involve an elementary physical education teacher in these training sessions.

DIRECTED ACTIVITY

PURPOSE: To make the parents aware of the physical development of children 6 to 8 years of age

ACTIVITY:

- Distribute Physical Education Activity Sheet, page 38.
- Review the points and encourage interaction with parents to elicit personal verifications of the statements.
- Ask the parents to express what they believe to be the physical education implications consequent to the statistics listed on Activity Sheet, page 38.

DIRECTED ACTIVITY

PURPOSE: To present to parents at-home physical development activities appropriate for 6 to 8-year-old children.

ACTIVITY:

- Direct the parents' attention to the sixth point on the Physical Education Activity Sheet, page 38. (Note: Child reaction time is about twice that of an adult.)
- Ask the parents what implications this would have on a program of physical education for 6 to 8-year-olds.
- Direct the parents' attention to the seventh point on Physical Education Activity Sheet, page 38. (Locomotion begins to improve rapidly.)
- Ask the parents what implications this fact should have on a program of physical education for 6 to 8-year-olds.

- List all reasonable responses on the chalkboard or overhead.
- Follow the inquiry procedure with the other developmental considerations noted on Physical Education Activity Sheet, page 39.
- Divide the parents into teams with three or four individuals on each team.
- Give each team a large cardboard box, a knife, scissors, crayons, burlap, a bag of beans, and thread and needle.
- Instruct different members of each group to do the following:
  - Cut the box diagonally in half.
  - Cut out different size holes on one side.
  - Label the holes according to their size; smaller holes getting a larger value.
  - Cut and sew the burlap to make medium-size bean bags.
  - Place the box-target against the wall and demonstrate its use.

AT HOME ACTIVITY

- Pass out the Physical Education Activity Sheets, pages 40 through 42.
- Go over these sheets and discuss their use in establishing a daily and weekly physical education regime with 6 to 8-year-olds.

  Note: Parents help their children develop physically many ways. The two ways indicated on the Activity Sheets mentioned above are through physical involvement (jumping the line, setting balance) and by providing their children with physical education apparatus which will give them the opportunity to develop daily; e.g., climbing rope, obstacle course, etc.

DIRECTED ACTIVITY

Children in the 9 to 11-year-old age bracket are at a discrete stage of motor skills development. Their growth rate slows down and they consequently begin to know what they can and can't do. The 9 to 11-year-old plays harder and for longer periods of time than before. The availability of simple equipment and/or apparatus and parental encouragement will help foster this skills development stage.

PURPOSE: To make the parents aware of the physical development of 9 to 11-year-old children.

ACTIVITY:

- Hand out Physical Education Activity Sheet, page 43.

- Put a transparency of the Activity Sheet on the overhead.
- Go over the points and encourage interaction with parents to elicit personal verifications of the listed statistics.
- Ask the parents to express what they believe to be the physical education implications consequent to the statistics listed on Activity Sheet, page 43.

DIRECTED ACTIVITY

PURPOSE: To present to parents at-home physical development activities appropriate for 9 to 11-year-old children.

ACTIVITY:

- Direct the parents' attention to the third point on Physical Education Activity Sheet, page 43. (Locomotion is further refined.)
- Ask the parents what implications this would have for a program of physical education with 9 to 11-year-old children.
- Direct the parents' attention to the fourth point on Physical Education Activity Sheet, page 43. (Eye-hand and eye-foot coordinations are further refined.)
- Ask the parents what implications this point should have on a program of physical education for 9 to 11-year-olds.
- Follow the inquiry procedure with the other developmental considerations noted on Physical Education Activity Sheets, pages 44 and 45.

AT HOME ACTIVITY

- Pass out Physical Education Activity Sheets, pages 46 and 47.
- Go over these sheets and discuss their use as a guide in establishing a daily and weekly physical education regime with 9 to 11-year-olds.

IX. HELPING PARENTS GAIN AN AWARENESS OF HOW FAMILY LIFE EDUCATION IS TAUGHT IN THE PUBLIC SCHOOLS

Family life education continues to be a controversial subject. Some parents and church organizations believe that no aspect of human sexuality should be taught in the public schools but rather only at home or through church groups.

It is commonly accepted that the best place for a child to learn about sex is at home. However, two factors make this difficult to accomplish: one, many parents are reluctant to discuss sex with their children and two, many parents lack a correct knowledge concerning human sexuality.

Thus, some parents either do not or cannot instruct their children concerning sex. Churches are generally either not asked to or are similarly not equipped to impart knowledge about sex. The medical profession is seldom involved in initiating family life education programs for children. Consequently, by default, the task of family life education has fallen to the schools.

The purpose of this chapter is to acquaint parents with the curriculum for family life education followed in their schools. From this base, parents can determine what additional information they may wish to supply to their children as well as when the information would be appropriate. In addition, for the parent who feels awkward about approaching the subject with their children, knowing what the schools are teaching in this area may provide them with an opportunity for initiating pertinent discussion.

NOTE: During one or more of the meetings when this topic is discussed, it is suggested that a school nurse teacher or a school district's physician involved in family education be invited to attend.

DIRECTED ACTIVITY

PURPOSE: To familiarize parents with the course of study in family education as presented in their school district and to involve them in planning at-home activities for supplementing the school curriculum

ACTIVITY

- Distribute the local school district's course of study in this area. Divide the class into four groups. Assign one group to critique the kindergarten and grade one curriculum; another the second and third grade curriculum; another the fourth; and the last group, the fifth and sixth grade curriculum. The critique should include:

  . Their opinion as to whether or not the curriculum seems complete and topics listed seem appropriate (Included would be a discussion of what they would like to see added or deleted.)

- What information they feel parents and parents only should provide as supplement to the curriculum

- How they might initiate at home a follow-up of any of these topics

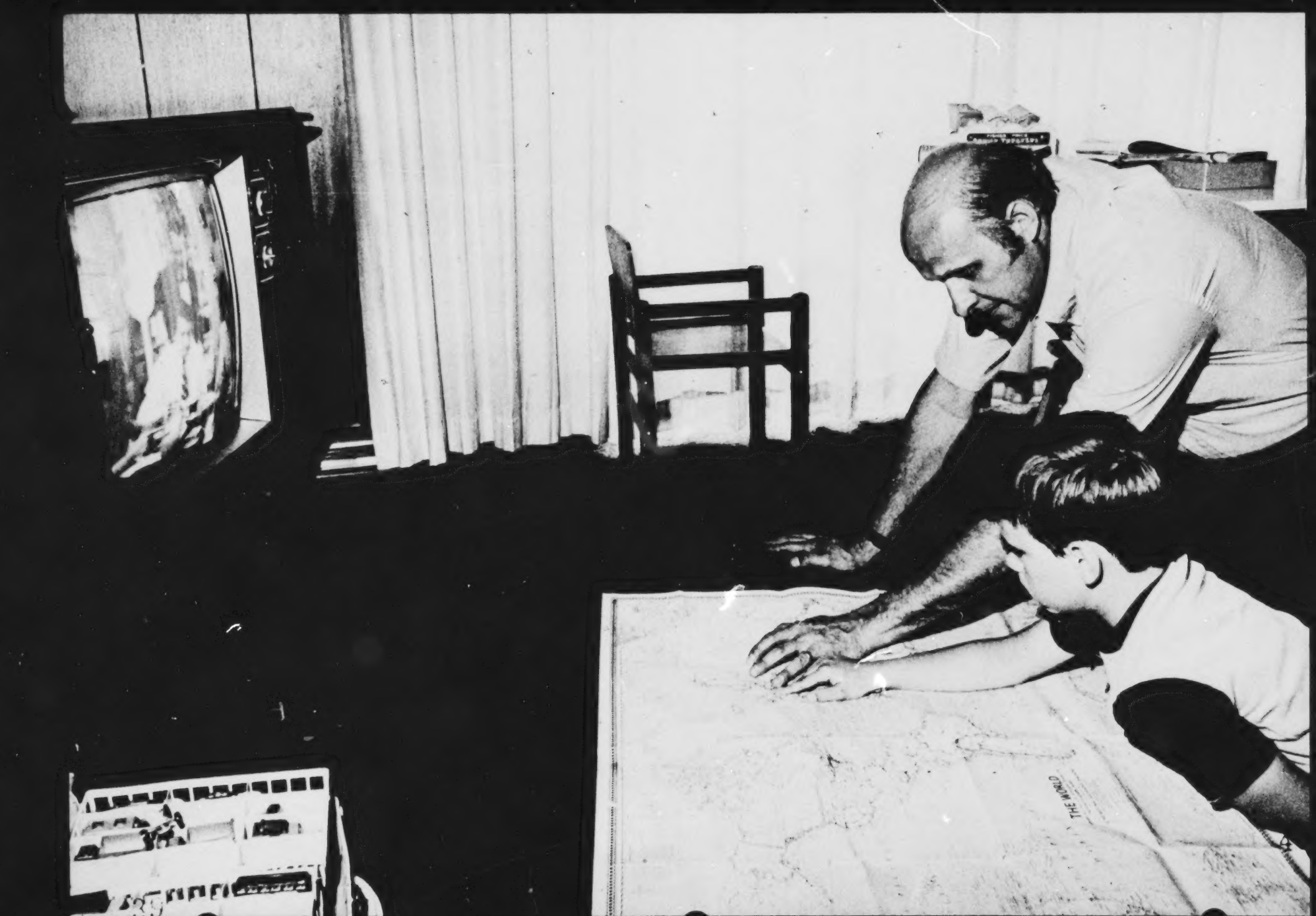
- How parents would approach discussing any one of these topics with their children. It would be ideal if they could provide examples of the actual statements or questions they would use. Perhaps this could be presented in an interesting way by asking the parents to engage in some role-playing; one mother or father acting in their role as parent, and another pretending to be a son or daughter.

- What terms from Activity Sheets, pages 48 and 49 they would consider appropriate for each grade (Encourage the parents to define several of the terms in language that children at that grade level could understand.)

- The parents should also be encouraged to identify terms from this list that they would like to reserve the option of defining for their children. These should be terms that, for some reason, the parents should have strong convictions about the school refraining from teaching. In addition, parents may suggest terms to be added to the list. (Some terms have been included specifically to elicit a reaction from parents. It is not intended to be a recommended family life education vocabulary list.)

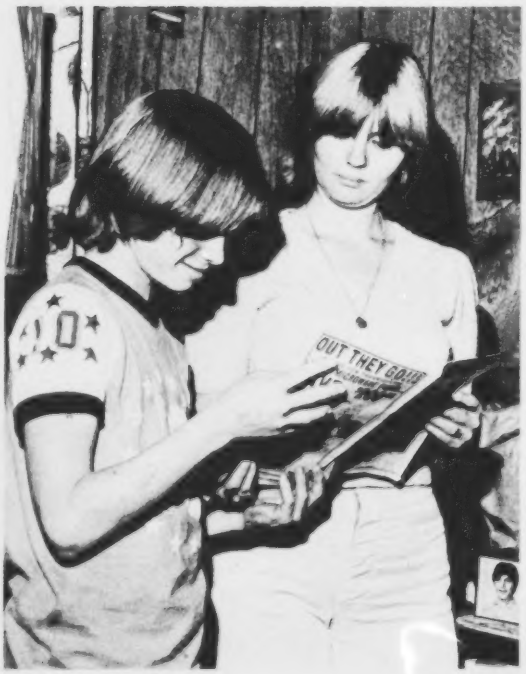
- Ask parents to provide answers to the questions commonly asked by children concerning human (and animal) sexuality which are listed on Activity Sheets, pages 50 and 51. Once again, it may be appropriate to divide the class into buzz groups according to the ages of their children.

  Note: In both content and wording, these questions are intended to reflect those which parents might reasonably expect to be posed by normally curious children.


THE WORLD

READING THE NEWSPAPER COMICS WITH YOUR CHILD

1. Instruct your child in the use of the index of your local paper.
2. Guide your child to finding the comics page by herself.
3. Let your child select the comic strip or cartoon she wishes to read.
4. Take turns reading various comic strips aloud. (Children who can read still enjoy being read to.)
5. If your child does not understand the point of a comic strip, explain it.
6. If you wish to continue this as a daily practice, be sure to establish a time that will not interfere with other activities. This will avoid conflict and prevent a pleasurable experience from becoming a source of annoyance.
7. Occasionally, buy a newspaper with comic strips different from the ones your child has been reading. Consider a Sunday paper which usually has comics in color.



SCHEDULING AN EVENING'S T.V. VIEWING WITH YOUR CHILD

1. Instruct your child in the use of the newspaper index.

2. Guide your child so he can find the listing of the television programs by himself.

3. Using the schedule listed below, have him plan his evening of viewing with the following qualifications:

   - His selections should be compromised with the choices of the other members of the family.
   - His schedule should conform to bedtime requirements.
   - All of his other family obligations should be met.
   - The shows must meet your approval.

5:00

5:30

6:00

6:30

7:00

7:30

8:00

8:30

9:00

9:30

4. Encourage your child to select only those programs he really wants to see and leave other timeslots open for other activities. (A suggestion of what these might be will help the process along.)

5. A similar schedule could be written for weekends.

PRACTICAL WRITING EXPERIENCES

	(Appropriate grade levels)
Sending birthday cards and Christmas cards	(2 thru 5)
Writing thank you notes	(2 thru 5)
Writing post cards	(2 thru 5)
Sending for free offers	(2 thru 5)
Writing to a favorite author	(2 thru 5)
Ordering advertised items	(3 thru 5)
Writing to pen pals, friends, relatives	(3 thru 5)
Writing to a favorite T.V., movie or recording star	(3 thru 5)
Writing to promotional contests	(4 thru 5)
Writing for information from Chambers of Commerce, embassies, etc.	(4 thru 5)

SIMPLE LETTER FORMAT

date _____

Dear _____,

Thank you,

(3)

TIPS ON HELPING YOUR CHILD WITH WRITING

- Sit down with your child when he or she is writing. This will help him or her focus on the task.
- Don't become frustrated when your child repeatedly says, "I don't know what to write " or "What do I write?". Supply needed information. Make the task as simple and pleasurable as possible. As your child becomes more proficient help him along using leading questions such as "Tell me what you want to say" or "What is it that you want to know?"
- Don't ask your child to use a pen. Pencils are much better since errors are easily corrected.
- Help with spelling. Taking time to verify spellings in a dictionary would be too distracting. Remember, it is the habit of writing which is being encouraged.
- Praise your child for his ideas and performance.
- Make your child feel this is his/her project no matter how much help you have to provide.
- Provide lined paper. Most elementary children experience difficulty writing on unlined paper.
- Don't be concerned if your older elementary child uses manuscript writing if he or she feels more comfortable with it instead of cursive.

CREATIVE WRITING

I. Paragraph(s) or short stories describing:

- A. A feeling or emotion
- B. An event
- C. An experience
- D. How it feels to be an inanimate object
- E. A person
- F. What it would be like to be:
  1. A person in history
  2. A person of a different social status or position
  3. A person from a different culture
  4. A person of unusual size
- G. A stereotyped situation such as:
  1. A western setting
  2. A mysterious setting
  3. A futuristic setting
  4. A historic setting

II. Poem
- A. Rhymed poem
  1. Designated pattern
  2. Undesignated pattern
- B. Free verse poem
- C. Formula poem (Haiku)

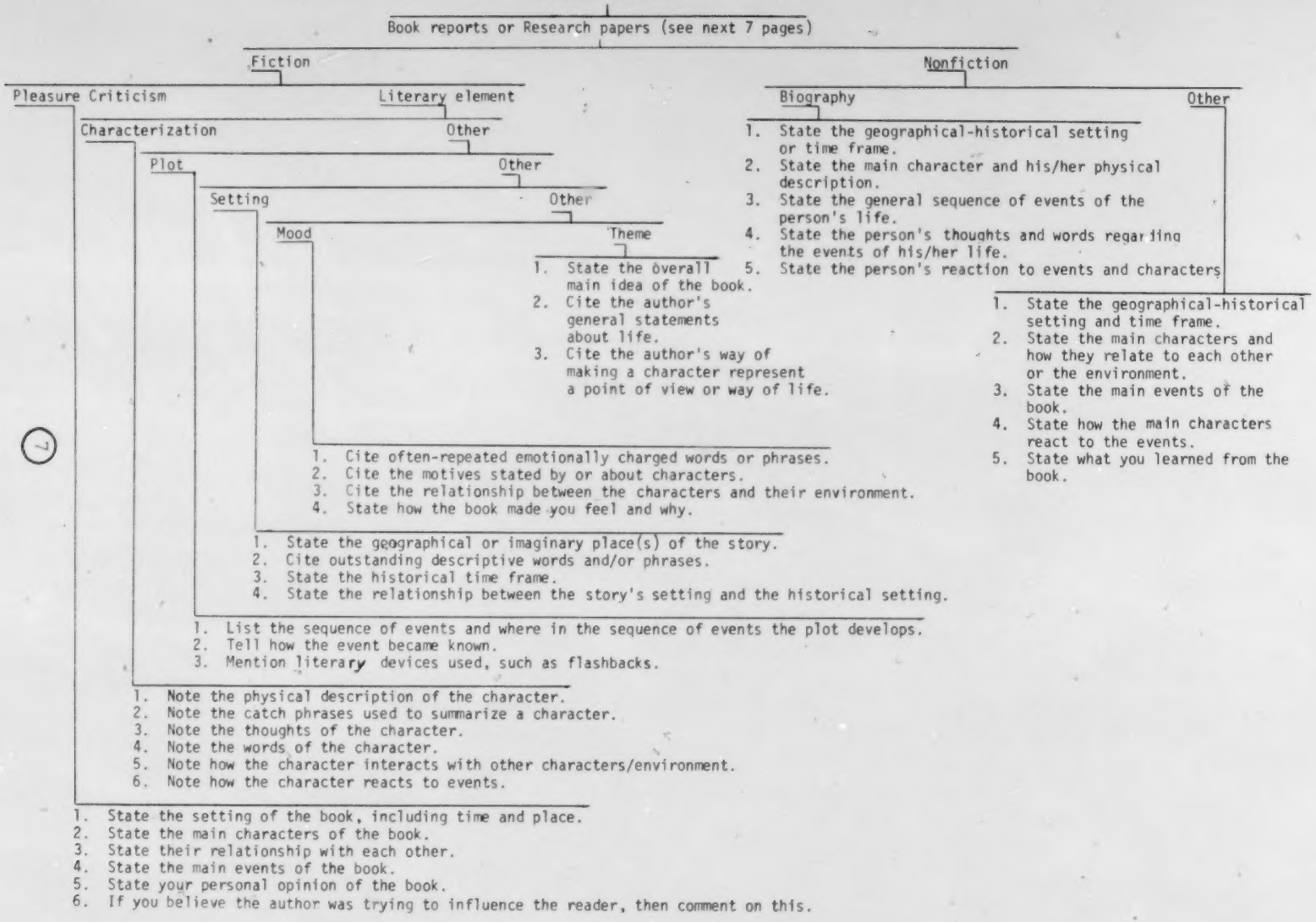
III. Essay or editorial
- A. Formal
- B. Informal

(5)

WRITTEN BOOK REPORTS

I. Book Report (F. = fictional, N.F. = nonfictional)

A. On a book read for pleasure to fulfill a free reading assignment (F./N.F.)
B. On a book read to be critically appraised (F./N.F.)
C. On a book's literary elements: (F.)
   1. Characterization
   2. Plot
   3. Setting
   4. Mood
   5. Theme
D. On a book assigned to the class concerning a theme (F./N.F.)
E. On a biography or autobiography (N.F.)
F. On a nonfiction book (N.F.)


WRITTEN REPORTS
Book reports or Research papers (see next 7 pages)
Fiction
Nonfiction
Pleasure Criticism
Literary element
Biography
Other
Characterization
Other
Plot
Other
Setting
Other
Mood
Theme
1. State the overall main idea of the book.
2. Cite the author's general statements about life.
3. Cite the author's way of making a character represent a point of view or way of life.
1. State the geographical-historical setting or time frame.
2. State the main character and his/her physical description.
3. State the general sequence of events of the person's life.
4. State the person's thoughts and words regarding the events of his/her life.
5. State the person's reaction to events and characters
1. State the geographical-historical setting and time frame.
2. State the main characters and how they relate to each other or the environment.
3. State the main events of the book.
4. State how the main characters react to the events.
5. State what you learned from the book.
1. Cite often-repeated emotionally charged words or phrases.
2. Cite the motives stated by or about characters.
3. Cite the relationship between the characters and their environment.
4. State how the book made you feel and why.
1. State the geographical or imaginary place(s) of the story.
2. Cite outstanding descriptive words and/or phrases.
3. State the historical time frame.
4. State the relationship between the story's setting and the historical setting.
1. List the sequence of events and where in the sequence of events the plot develops.
2. Tell how the event became known.
3. Mention literary devices used, such as flashbacks.
1. Note the physical description of the character.
2. Note the catch phrases used to summarize a character.
3. Note the thoughts of the character.
4. Note the words of the character.
5. Note how the character interacts with other characters/environment.
6. Note how the character reacts to events.
1. State the setting of the book, including time and place.
2. State the main characters of the book.
3. State their relationship with each other.
4. State the main events of the book.
5. State your personal opinion of the book.
6. If you believe the author was trying to influence the reader, then comment on this.

GEOGRAPHICAL AREA

I. State these facts about the land:
   - A. Size
   - B. Location
   - C. Physical features
   - D. Boundaries

II. State these facts about the people:
   - A. Chief occupations
   - B. Population
   - C. Dietary habits
   - D. Mode of dress
   - E. Family unit
   - F. Religion(s)
   - G. Language(s)
   - H. Sports, recreations, holidays, ceremonies, fine arts
   - I. Wealth per capita
   - J. Transportation

III. State these facts about the government:
   - A. Type of government
   - B. Current leader
   - C. Method of taxation
   - D. Relationship to other countries

AUTHOR

- State where the author was born.
- State when the author was born.
- If deceased, state when the author died.
- Note what the author started out to be in life or what other jobs s/he held.
- List some of the author's most famous works.
- Describe the author's most often used themes.
- Describe the author's most often used characterizations, settings, and plots.
- State whether the author was famous during his or her lifetime or after his or her death.
- Identify any problems the author had to overcome.
- Name the people or persons or events that had an influence on the author.
- Explain how the author was so influenced.

(9)

HISTORICAL CHARACTER

- State where the character was born.
- State when the character was born.
- State when the character died.
- State what the character started out to be in life.
- State what contributions the character made to his or her society.
- State how long the character worked toward making these contributions.
- State whether the character became famous during his or her lifetime or after his or her death.
- State where the character did his or her work, or made his or her contribution.
- State the problems the character had to overcome.
- Name the people or persons or events that had an influence on the character.
- Explain how the character was so influenced.
- State why the character is still receiving attention today.

HISTORICAL EVENTS

- State where the historical event took place.
- State when the historical event took place.
- State the people involved in the historical event.
- State how long the historical event lasted.
- State what caused the historical event to take place; i.e., events leading up to the historical event.
- Describe the highlights of the historical event.
- State what caused the historical event to end.
- State what the outcome of the historical event was.
- State what records have been left so we know about the historical event.

CULTURE

- State the geographic location of the culture.
- State whether the culture is still in existence or has ceased to exist.
- State the number of people who were or are identified with the culture.
- List the physical characteristics of the members of the culture.
- State the language spoken by members of the culture.
- State the kind of family structure found in the culture.
- State the roles of men, women, and children in the culture.
- List the kinds of jobs people do.
- List the culture's holidays.
- Describe the way men, women, and children dress.
- List the kinds of food eaten.
- State the kind of money used.
- State the culture's outstanding forms of expression: literature, dance, fine arts, music, weaving, jewelry making, etc.
- State the culture's form of government.
- List the culture's famous leaders.

(12)

LIVING THING

- Describe the living thing in your own words.
- Classify the living thing; i.e., to what family does it belong?
- Describe the living thing's environment (habitat)
- State how the living thing has adapted to its environment and how it can survive where it is.
- Describe the living thing's life cycle. Start with just before birth, include birth or hatching, early life, life as an adult, how it reproduces, and death.
- State what the living thing eats.
- State what climate is best for the living thing.
- State the living thing's natural enemies.
- State how the living thing has been used and abused by humans.

PROCESS

- State whether the process is an organic (living) or inorganic (nonliving) process.

  If organic, state whether the process takes place in a plant or in an animal.

  State the purpose of the process. (That is, what does it do for the plant, animal or matter?)

  Follow the flow chart and answer all questions if possible.

Stage 1	Stage 2	Stage 3	Stage 4
State where the process begins.	State what the organism or matter does.	State what the organism or matter does next.	State the final condition of the organism or matter.
State what energy is used.	State the second chemical reaction.	State the second chemical reaction.	State what has happened to the energy that was used.
State where the energy comes from.		(Note: If there are third and fourth stages, state these also.)	State the final chemical reaction.
State the first chemical reaction.			State the end result or product.
State any other organism or material used at Stage 1.			

42 (14)

Addition Number Facts

1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9
2 + 0	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	
3 + 0	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9		
4 + 0	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9			
5 + 0	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9				
6 + 0	6 + 6	6 + 7	6 + 8	6 + 9					
7 + 0	7 + 7	7 + 8	7 + 9						
8 + 0	8 + 8	8 + 9							
9 + 0	9 + 9								

Subtraction Number Facts

1 - 1	2 - 1	3 - 1	4 - 1	5 - 1	6 - 1	7 - 1	8 - 1	9 - 1	10 - 1
2 - 2	3 - 2	4 - 2	5 - 2	6 - 2	7 - 2	8 - 2	9 - 2	10 - 2	11 - 2
3 - 3	4 - 3	5 - 3	6 - 3	7 - 3	8 - 3	9 - 3	10 - 3	11 - 3	12 - 3
4 - 4	5 -4	6 - 4	7 - 4	8 - 4	9 - 4	10 - 4	11 - 4	12 - 4	13 - 4
5 - 5	6 - 5	7 - 5	8 - 5	9 - 5	10 - 5	11 - 5	12 - 5	13 - 5	14 - 5
6 - 6	7 - 6	8 - 6	9 - 6	10 - 6	11 - 6	12 - 6	13 - 6	14 - 6	15 - 6
7 - 7	8 - 7	9 - 7	10 - 7	11 - 7	12 - 7	13 - 7	14 - 7	15 - 7	16 - 7
8 - 8	9 - 8	10 - 8	11 - 8	12 - 8	13 - 8	14 - 8	15 - 8	16 - 8	17 - 8
9 - 9	10 - 9	11 - 9	12 - 9	13 - 9	14 - 9	15 - 9	16 - 9	17 - 9	18 - 9

Instructions:

- Show your child that the longest lines on the ruler are the inch lines.
- Measure and label the whole inches on line A .
- Cut out line A. Cut on the dotted lines.
- Measure and label lines B, C, D, E, and F.

A

B

C

D

E

F

Instructions:

- Show your child the centimeter marks on a metric ruler.
- Measure line G, labeling the centimeters.
- Cut out line G. Cut on the dotted lines.
- Measure and label lines H, I, J, K, and L.

G

H

I

J

K

L

Instructions:

- Have your child measure and label lines A through D using an English ruler.

A. _____

B. _____

C. _____

D. _____

- Have your child measure lines E through I using a metric ruler.

E. _____

F. _____

G. _____

H. _____

I. _____

Instructions:

- Have your child draw lines these lengths. (Note: a good, quick fun check of Activity Sheets #19 and #20 is that one is the answer to the other.)

A. 1 inch

B. $2\frac{1}{2}$ inches

C. $6\frac{1}{2}$ inches

D. $3\frac{1}{2}$ inches

E. 5 centimeters

F. 10 centimeters

G. 14 centimeters

H. 7 centimeters

I. 1.3 centimeter

Alternate, fun activity: Using Activity Sheet, page 22, follow the directions given below.

- On line A B:
  Measure 3 inches from A.
  Mark it point E.

- On line C D:
  Measure 3 inches from C.
  Mark it point F.

- Draw a line from point E to point F.

- On line A C:
  Measure $3\frac{1}{2}$ inches from A.
  Mark it point G.

- On line B D:
  Measure $3\frac{1}{2}$ inches from D.
  Mark it point H.

- Draw a line from point G to point H.

- Draw a line from point G to point E.

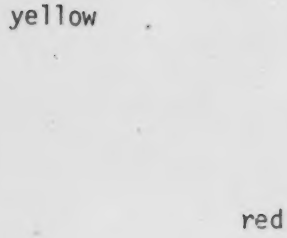
- Draw a line from point E to point H.

- Draw a line from point H to point F.

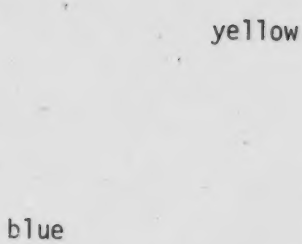
- Draw a line from point E to point G.

- Color the picture as labeled.

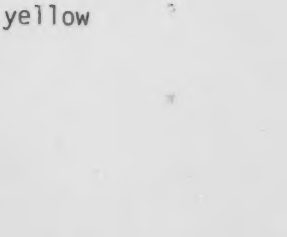
A


yellow
red
blue

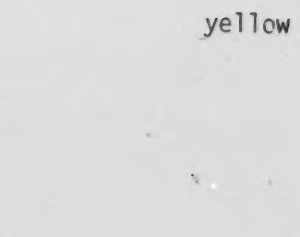
B


yellow
blue
red

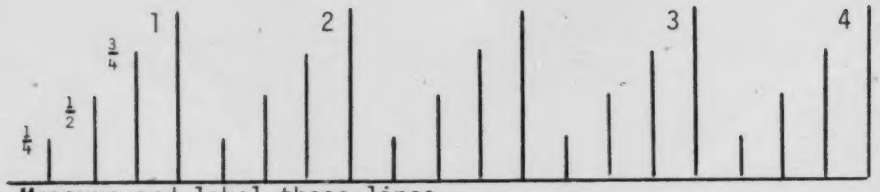
C


yellow
blue
red

D


yellow
red
blue

A

B 

Measure and label these lines.

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

Instructions:

- Have your child draw lines these lengths. (Note the answers to Activity Sheet, page 23 correspond with Activity Sheet, page 24.)

A. 1 inch

B. 5 inches

C. $\frac{3}{4}$ inch

D. $2\frac{1}{4}$ inches

E. $3\frac{1}{2}$ inches

F. $5\frac{3}{4}$ inches

G. $1\frac{3}{4}$ inches

H. $1\frac{1}{4}$ inches

I. $4\frac{1}{2}$ inches

J. $2\frac{1}{2}$ inches

K. $3\frac{3}{4}$ inches

L. $4\frac{1}{4}$ inches

M. $1\frac{1}{2}$ inches

N. $\frac{1}{4}$ inch

Alternate, fun activity: Using Activity Sheet, page 26, follow the directions given below:

- On line A B:
  Measure 3 inches from point A.
  Mark it point E.

- On line A C:
  Measure $2\frac{1}{4}$ inches from point A.
  Mark it point F.

- On line B D:
  Measure $3\frac{3}{4}$ inches from point D.
  Mark it point G.

- On line C D:
  Measure $\frac{3}{4}$ inch from point C.
  Mark it point H.

- On line C D:
  Measure $5\frac{1}{4}$ inches from point C.
  Mark it point I.

- Draw a line from point F to point G.

- Draw a line from point H to point E.

- Draw a line from point E to point I.

- Draw a line from point H to point G.

- Draw a line from point F to point I.

- If you wish, color the picture as labeled.

(25)

A

green

orange

orange

yellow

green

orange

green

C

B

green

orange

orange

green

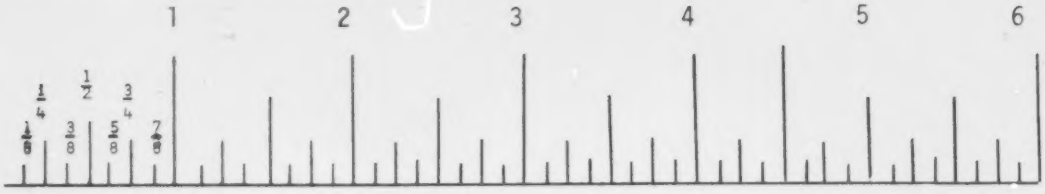
green

green

D

Instructions: Measure and label.

A.



B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

Instructions: Using a metric ruler, measure and label.

H. _____

I. _

J. _____

K. _____

L. _____

M. _____

Suggest that your child use either or both measurement systems to determine the length of several common household objects, such as a spoon, the blade of a screwdriver, or a key.

Instructions: Draw lines these lengths. (Note: The answers to Activity Sheet, page 27 correspond with Activity Sheet, page 28).

A. 6 inches

B. $\frac{5}{8}$ inch

C. $1\frac{1}{8}$ inches

D. $2\frac{1}{8}$ inches

E. $3\frac{7}{8}$ inches

F. $2\frac{3}{8}$ inches

G. $5\frac{5}{8}$ inches

H. 2.2 centimeters

I. .3 centimeters

J. 4.9 centimeters

K. 4.2 centimeters

L. 11.3 centimeters

M. 4.9 centimeters

ENVIRONMENTAL AWARENESS ACTIVITY SHEET

ENERGY ABSORPTION EXPERIMENT

- Begin with two shiny metal cans the same size.
- Blacken half of one can with candle soot.
- Fill both cans with water at room temperature.
- Set them in bright sunlight with the black side of the one can toward the sun.
- Measure the temperature change in each can after 15 minutes.

RESULT: The water in each can will have a higher temperature than the original room temperature. The water in the can with the candle soot will have a higher temperature than the can without soot.

CONCEPT: Sunlight is energy that can be stored and something colored black absorbs more energy than something that is white.

ENVIRONMENTAL AWARENESS ACTIVITY SHEET

Life Support Component	Environmental Impact	Trade-off Experiments/Demonstrations
ENERGY Fossil fuels and wood (coal, oil, natural gas are also burned to produce electricity through steam)	All fossil fuels must be burned in order to release their energy. Burning (combustion) of fossil fuels results in atmospheric pollution by two carbons, carbon monoxide, oxides of nitrogen, lead, and sulfur dioxide.	Clean air and health traded-off for energy for industrial growth and for transportation. Experiment: Hold a glass bottle above a match for a few minutes. Remove the bottle from the flame and let it cool. With a napkin wipe the side of the bottle that was held over the flame. RESULT: Black soot on the napkin CONCEPT: When a fuel is burned it gives off waste solids and gases.
Nuclear fuels (used to produce electricity)	Nuclear energy is released in the form of heat which in turn is used to turn water into steam. The steam turns turbines which produce electricity. The water used to transfer this heat can cause thermal (heat) pollution. Some scientists believe the safe-guards against an accident involving radioactivity are inadequate. In addition, nuclear wastes are radioactive and therefore dangerous.	Danger of radioactivity traded for energy
Wind	Has no adverse environmental impact; however, it is unreliable.	No trade-offs at this time.
Geothermal	Geothermal energy comes from under the ground. It is obtained by drilling for the "natural steam"	No trade-offs at this time. (Not widely used)

(Continued)

Life Support Component	Environmental Impact	Trade-off Experiments/Demonstrations
	in the earth. This natural steam contains harmful salts which can pollute water supplies. There is also the possibility of thermal pollution. It is hoped that engineering will overcome these problems.	
Solar	No adverse environmental impact; collection devices presently inadequate.	No trade-offs at this time. (Not widely used.) Experiment Mount two thermometers on folded strips of black cardboard. Set both in bright sunlight with the thermometer on the shady side. Cover one with a glass jar. Wait 10 minutes and compare the reading of the thermometers. RESULT: The jar covered thermometer will have a higher temperature reading. CONCEPT: Radiant heat energy is provided by sunlight.
FOOD		
Extensive cultivation or grazing of land Over-specialization of crops	Land becomes unproductive or underproductive Land is exposed to elements and erodes	Abuse of land traded for food and production.
Overuse of pesticides	Some birds eat insects and plants sprayed with pesticides. Other birds eat fish that ate plants and insects sprayed with pesticides. The pesticide builds up in the female who lays eggs with weak shells. The eggs crack and population of the species decreases.	Health and wildlife traded for elimination of insects.

Life Support Component	Environmental Impact	Trade-off Experiments/Demonstrations
	People eat vegetables and fruit sprayed with pesticides. The pesticides build up in the animal fat; cancers and other diseases result.	
Systematic killing of predatory animals	In order to protect livestock, predators such as wolves, mountain lions, fox, hawks, eagles have been systematically killed. This has upset the balance of nature and has had adverse effects on the food chain.	Balance of nature traded for domestic animal production.
Overuse of chemical supplements Use of artificial foods and additives	In an attempt to increase meat production, growth-stimulating chemicals have been introduced to cattle. These chemicals are now suspected of being the cause of cancers and other disorders in humans. Many additives and artificial foods have been shown to be harmful to humans. Some have been withdrawn from the market; others are under investigation.	Health traded for increased domestic animal and food production and preservation.
WATER Overuse and misuse of water in the home	The average American family uses a great deal of water every day. Many cleaning products such as detergents are not biodegradable; i.e., they do not break down naturally. These chemicals pollute the water into which they are fed.	Water traded for convenience.

Life Support Component	Environmental Impact	Trade-off Experiments/Demonstrations
Overuse and misuse of water by industry and agriculture	Great amounts of water are used every day to produce food and consumer products (150 gallons for a Sunday newspaper, 650 gallons for the steel in a bicycle, etc.). When industry is through with the water, it is pumped back into rivers or lakes. When it is returned, it is polluted with mercury, lead, metal salts, oil field waste, nitrates, phosphates, etc. The nitrate and phosphates have the affect of stimulating the growth of algae. This overproduction of algae uses up the oxygen in the water causing fish and plants to die. The rivers and lakes reach a point where they cannot "clean" the water any longer. Then all life in the water dies; animals that depend on the waters either die or relocate. The rivers become open sewers. They can no longer be used as water sources or for recreational purposes. Thermal pollution is also caused when industry uses water as a coolant and then pumps it back to the rivers. The hot water raises the temperature of the river water killing fish and plants and causing unwanted growth of certain algae.	Clean lakes and rivers traded for industrial and agricultural growth.

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Life Support Component	Environmental Impact	Trade-off Experiments/Demonstrations
AIR		
Atmosphere used as a dump for industry and transportation waste gases	See energy NOTE: Many of the most poisonous waste gases cannot be seen and have no odor. They cause emphysema and related lung diseases. They also kill vegetation.	Clean air and health are traded for energy for industrial growth and transportation
SHELTER		
Unwise use of land	The unwise use of land and materials has had four basic effects: 1. Overcrowding - where the density of population is too great	Physical well-being traded for money
	2. Overuse of irreplaceable or scarce materials	Materials traded for shelter and profit
	3. Environmental strain where the ecosystem has been disrupted	Natural beauty traded for profit
	4. Loss of natural beauty through unwise development	
Disposal of waste	Poorly treated or untreated human waste has often been pumped into rivers and lakes. When the amount becomes too great, the life of a river is threatened and the use of the river is limited.	Rivers, lakes, ocean front traded for cheap waste disposal
	Nonbiodegradable garbage, when not properly disposed of, renders the land useless by disrupting the natural ecosystem.	Natural beauty traded for cheap garbage disposal

ACTIVITY SHEET

"ENVIRONMENTAL AWARENESS QUESTIONS"

Ask your child these questions with regard to any particular environmental setting.

- What is the condition of the air?
  - How clear is it?
  - Does it have a smell?
  - How does it feel?
  - What effect does it have on your breathing?

- What is the condition of the water?
  - How clear are the rivers, streams, pond, lakes?
  - Does the water have a smell?
  - Does the water look good enough to drink?

- What is the condition of the land?
  - How much of the land is covered (house roads, buildings, etc.)?
  - How much of the land is controlled (gardens, lawns, parks, etc.)?
  - How much of the land is in a natural state (fields, beach, forest, etc.)?

- What kind of sound fills the environment?
  - How much of the sound is caused by animals?
  - How much of the sound is caused by machines?
  - How much of the sound is the result of the human voice?
  - How much of the sound is the result of nature (streams, wind, etc.)?
  - Would you say the sound was loud - medium - soft, pleasant - neutral - unpleasant

- How much space is each person given in his/her environment?

- What trade-offs can you see?

(37)

PHYSICAL EDUCATION ACTIVITY SHEET

6 to 8-year-olds (average)

1. Average annual growth during period is $5\frac{1}{2}$ pounds and 2 inches.
2. Chest grows faster than abdomen.
3. Legs grow faster than trunk.
4. Features of the face grow faster than head.
5. At 9, height will be between 48 and 50 inches and weight 50 to 90 pounds.
6. Child reaction time is twice that of an adult.
7. Locomotion begins to improve rapidly. (Running, skipping, hopping, and galloping are accomplished more easily.)
8. Eye-hand and eye-foot coordination improves.
9. Arms, shoulders and chest begin rapid development.

PHYSICAL EDUCATION ACTIVITY SHEET
6 to 8-year-olds

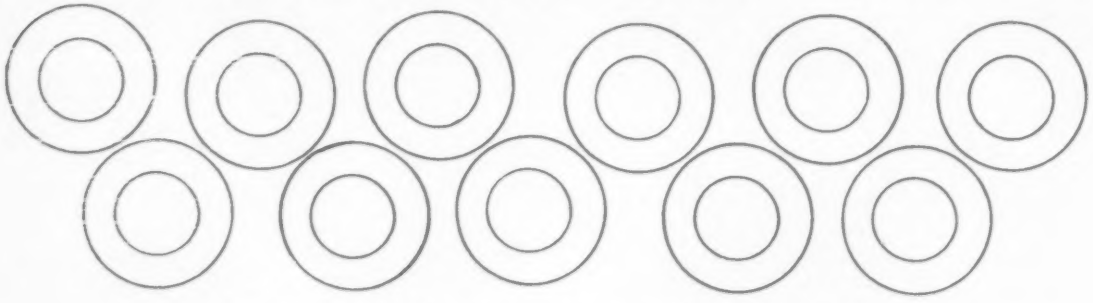
Developmental Considerations	Implications for Parent's Physical Education Assistance	Activities
Child's reaction time is twice that of an adult	Child will take twice as long as an adult to react to commands, or a moving object.	Avoid sarcasm and ridicule that causes self-consciousness, increases awkwardness, and inhibits motor skill development.
Locomotion begins to improve rapidly	• A child will run wherever there is space • Chase and dodge games are appropriate • Obstacle course exercises are appropriate	• Provide large open areas whenever possible • Dodge ball, chase • Provide simple obstacle course using old tires
(33) Eye-hand and eye-foot coordination improves	• Throwing and kicking exercises are appropriate • Soft medium-size balls should be used • Balancing exercises are appropriate	• Tossing a ball against a wall • Dribbling a basketball • Throwing a ball at a fixed object • Throwing a ball at a moving object • Rolling a hoop • Hoop jumping • Bean bag activities • Jumping the line
Arms, shoulders, and chest begin rapid development	• Climbing and hanging exercises are appropriate • Simple climbing apparatus desirable • Developmental exercises and tumbling stunts are appropriate	• Hang a thick climbing rope • Set up a crossbar close to the ground • Wheelbarrow exercise • Push-up from a half-kneeling position • Tip ups • Tripod • Sitting balance • Horizontal stand • Knee shoulder stand

PHYSICAL EDUCATION ACTIVITY SHEET

- Dodge ball - Use a medium-sized rubber ball; set boundaries (open area of a small playground). Parent throws ball at child; child dodges; child throws ball at parent; parent dodges.

- Chase - Set boundaries. One who is "it" chases other to tag him; the other then becomes "it."

- Obstacle course - Place old tires on the ground in this position:



Run through the course placing feet in the holes.

- Tossing ball against a wall - Using a medium-sized resilient ball, bounce the ball off a wall; child catches the ball and bounces it against the wall to parent.

- Dribbling a basketball - Dribble a basketball (or similar ball) around obstacles in a driveway.

- Throwing at a fixed object - Child throws a medium-sized ball at a fixed object

- Throwing at a moving object - Child throws a medium-sized ball at a swinging tire or target

- Rolling a hoop - Child keeps a hoop rolling, using hands or a stick

- Hoop-jumping - Child uses a large hoop like a jump rope

- Bean-bag activities - Good with young children. Child throws the bag to another person or at a target. Variation: throw the bean bag with the foot.

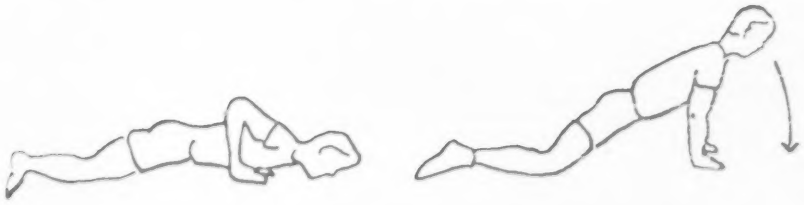
- Jumping the line - Parent ties a bean bag to a string and swings it at ground level; child jumps the string

- Climbing rope - Tie a thick and strong rope to a limb of a tree. (Knots tied in the rope with help beginners.)

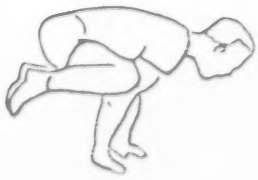
- Crossbar - Secure a crossbar between two trees. The crossbar should be a smooth pipe or pole. It should be just high enough to require the child to jump from the ground to reach it with his hands.

- Wheelbarrow:

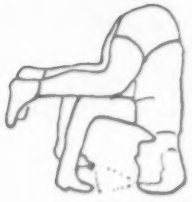
- Pushup, half kneeling position:



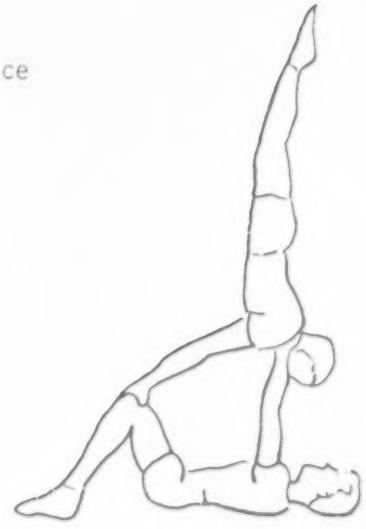
- Tip up

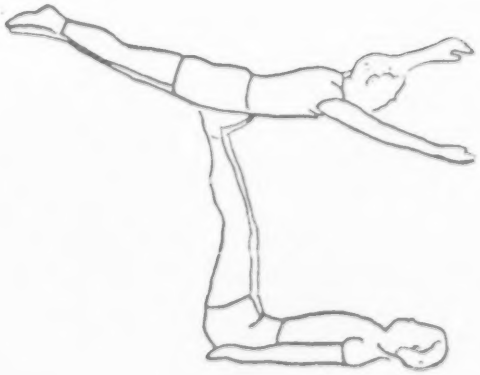


- Tripod



- Balance





PHYSICAL EDUCATION ACTIVITY SHEET

9 to 11-year-olds (average)

1. Average annual growth during this period is 7 pounds and 2 inches.
2. At 11, height will be approximately 56 inches; weight will be 75 pounds.
3. Locomotion is further refined.
4. Eye-hand and eye-foot coordination is further refined.
5. Sex differences become more pronounced.
6. Strength and endurance increase.
7. Social and emotional needs and pressures increase.

PHYSICAL EDUCATION ACTIVITY SHEET
9 to 11-year-olds

Developmental Considerations	Implications for Parents Physical Education Assistance	Activities
Locomotion is further refined.	• Running is now incorporated into a game. • Involved obstacle course exercises are appropriate.	• Jogging; conditioning • Wind sprint conditioning • Modified sport practice • Obstacle course to involve climbing, forward roll, high jump, broad jump, zig-zag running, etc.
Eye-hand and eye-foot coordination is further refined.	• Throwing and kicking practice appropriate. • Standard athletic balls are appropriate. • Balance is incorporated into game practice.	• Paddle ball/handball • Modified volley ball • Pitch and catch • Soccer keep away
Sex differences become more pronounced.	• Girls exhibit better form. • Boys exhibit better ball control and greater strength.	• Hopscotch • Sidewalk tennis • Football throw, fixed and moving objects • Modified basketball • Badminton
Strength and endurance increase.	• Exercise and practice sessions should be increased. • Caution should be exercised to avoid over-fatigue or exertion.	These factors should be taken into considerations when selecting an activity. • Modified sit-ups strengthen abdomen • Modified push-ups strengthen arms • Toe touching (flexibility) • Drum (strengthen trunk and thighs) • Jumping jacks (coordination)

Developmental Considerations	Implications for Parents Physical Education Assistance	Activities
Social and emotional needs and pressures increase.	• Children display a need to participate in group activities. • Children experience a strong need for social acceptance. • Children prefer "all-boy" or "all-girl" teams. • Children move toward independence from adults.	Awareness of these needs and pressures will enable parents to help their children better understand the changes that are taking place in their lives.

PHYSICAL EDUCATION ACTIVITY SHEET

ACTIVITIES: Descriptions

All adapted to be used by one parent and one child.

- Jogging - slow to moderate loose "running"
- Wind sprints - short, quick dashes for short distances (10 to 30 yards)
- Modified sport practice (see below)
- Obstacle course - More or less permanent availability of such a course will ensure its use.
- Tether ball - Apparatus: a strong pole 10 feet tall secured in the ground. A ball fastened to the end of a 6-foot rope, which is attached to the top of the pole. (Tennis balls, sponge rubber balls require a paddle— volley balls can be hit with hands.)

A white line is painted on the pole 6 feet up from the ground. An optional boundary would be a 6-foot circle around the pole.

Procedure: Two players stand at opposite sides of the pole and by hitting the ball, try to wind the rope up in the direction above the mark on the pole.

- Racket ball/ Paddle ball/ Handball (Modified) -

Apparatus: A wall and a ball. Optional boundaries: court lines.

Procedure: Server hits the ball against the wall; opponent returns it by hitting it against the wall. Points are scored when the ball is missed. Scoring takes place only on serves. Game is 6, 11, or 21 points. Rules are the same for paddle, racket and handball . A sponge or tennis ball is good for a start.

- Pitch and catch - This is a baseball-type practice. Medium-size or small balls can be used. More advanced activity would employ baseball and gloves.
- Soccer keepaway - Each player tries to keep the ball away from the other, using his feet only. This open-ended game can be more refined as skills develop.
- Modified sit-ups

- Toe touching - touch toes in an alternate manner with the fingers without bending knees. This should be done in stages to avoid straining back muscles.

- Drum - Lie on back with legs straight and toes pointed, arms at side. Drum on floor with heels (only a few quick repeats in the beginning); work up to making drum beat patterns.

- Jumping jack - Stand straight with arms at side. Jump spreading legs and at same time move arms in an arc until they touch over head, then return to straight standing position. Repeat rapidly when mastered.

- Avoid activities that put a strain on ligaments surrounding the knee and hip joints; e.g., the duck walk, knee dig, splits.

- Avoid activities that involve hyperextension of the back; e.g., the bridge and backbend.

- Avoid heavy lifting by the child. A child should not carry anything that approximates his own weight.

TERMS RELATED TO HUMAN SEXUALITY

abdomen
abortion
adolescence
adrenal glands
fluid
anus
bathroom - toilet
birth
bladder
bowel movement
breast
buttock
cell
cervix
cesarean
childbirth
chromosome
circumcision
coitus
congenital
constipation
contraception
diaphragm
divorce
dominant trait
egg
elimination
embryo
excretion
Fallopian tube
fecal matter
female
fertilization
fertilize
flatus
flush
foreskin
frigidity
genes
genitals
genital organs
gestation period
gonads
gonorrhea
groin
heredity
homosexual
hormones
hymen
illegitimacy
incubation period
incubator
intercourse
intestines
kidneys
labia majora
lavatory
lesbian
male
mammal
masturbation
menopause
menstruation
miscarriage
mutation
naval
nipple
nocturnal emission
nurse
operation
organ
ovary
ovulation
penis
perversion
pituitary gland
pornography
postnatal
pregnancy
pregnant
premarital

prenatal

promiscuity

prostitution

puberty

pubis

rectum

recessive traits

reproduce

reproduction

restroom

sanitary napkin

scrotum

secretion

seed

seminal

sibling

sperm

sterility

suckle

syphilis

testicles

transvestite

umbilical

urethra

urinal

urinate

uterus

vagina

venereal

virginity

weaned

womb

TYPICAL QUESTIONS ASKED ABOUT SEX

I. Intermediate Grades (3-4)

What is being born?

Where was I before I was born?

Why can't I have a baby?

Why does a baby chick come from an egg?

Did I come from an egg?

Why doesn't my mommie get a baby?

Why can't I marry Daddy?

How do babies start?

How does the seed get into the egg?

How does the baby eat inside the mother?

Do you have to mate each time in order for a baby to be formed?

Does it hurt to have a baby?

Why do mothers nurse their babies?

Why does a baby have a soft spot on its head?

Why do some mothers have an operation to give birth to a baby?

II. Fifth and Sixth Grades

Why are some boys circumcised?

What causes a male to have an erection?

Why do people have a "sex urge?"

What is inside of the female breast?

What makes a girl have menstruation?

How does the baby come down from the vagina?

How many children can a mother have?

How does the milk come out of the breast?

Is it bad to masturbate?

Why do people want to have sexual intercourse when they don't want children?

How, when, where does reproduction take place? How is the penis put into the vagina?

Is it bad for boys and girls to have sexual intercourse?

Is it wrong to look at dirty pictures?

What is prostitution?

What is orgasm?

If a boy or girl has syphilis will they always give it to any person they touch?

How can pregnancy be prevented?

06
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soup
metric length and area
SALT
Coke
THE METRIC BOX